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# Planetary Health Report Card (Physiotherapy) 2026: *Glasgow Caledonian University*

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University for the Common Good

2025-2026 Contributing Team:

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## Summary of Findings

<b>Overall Grade</b>	<b>C-</b>
<b>Curriculum</b>	<b>F</b>
<ul style="list-style-type: none"> <li>Although The Glasgow Caledonian University physiotherapy curriculum frequently encourages non-pharmacological solutions and healthy lifestyle choices, particularly active transport, the curriculum otherwise offers minimal content pertaining to planetary health.</li> <li><b>Recommendations:</b> Glasgow Caledonian University should consider adding more concepts surrounding planetary health into the core curriculum for all physiotherapy programmes. More specifically, a planetary health unit could easily be incorporated into the “Health Promotion” module.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>C</b>
<ul style="list-style-type: none"> <li>The research conducted at Glasgow Caledonian University frequently addresses planetary health. However, the university is not a member of any national or international planetary health organisation. Although the University hosts annual festivals related to sustainability, these rarely focus on healthcare or planetary health.</li> <li><b>Recommendations:</b> Glasgow Caledonian University could organise a conference directly related to Planetary Health. They could also join the Planetary Health Alliance and the Global Consortium on Climate and Health Education.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>D+</b>
<ul style="list-style-type: none"> <li>Glasgow Caledonian University has many planetary health related partnerships and events, however there are not regular non-voluntary communications to students regarding planetary health or sustainability.</li> <li><b>Recommendations:</b> Instead of sustainability newsletters being something that students must independently seek out and sign up for, Glasgow Caledonian University could send these newsletters to all students.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<ul style="list-style-type: none"> <li>Glasgow Caledonian University provides support for a variety of different planetary health related projects and has sustainability related organisations that students and staff can get involved in.</li> <li><b>Recommendations:</b> Glasgow Caledonian University could more clearly display volunteer opportunities for students to get involved in local planetary health and sustainability related groups</li> </ul>	
<b>Campus Sustainability</b>	<b>B-</b>
<ul style="list-style-type: none"> <li>Glasgow Caledonian University has made good progress to become a more sustainable campus, with a goal of carbon neutrality by 2040, however it could currently utilise more sustainable energy.</li> <li><b>Recommendations:</b> Glasgow Caledonian University should consider installing solar panels on campus to reduce dependence on non-renewable energy.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many health professional school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) school campus sustainability.

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Physiotherapy School/Department vs. Institution:** When “Physiotherapy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of physiotherapy and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by Physiotherapy students, no matter where in the institution

the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities.

Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

### Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats. Please consider amongst your team that this is the highest score awarded and a subjective decision must be made as to whether the topic should be awarded this score.

### Other considerations:

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this

process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

# Planetary Health Curriculum

**Section Overview:** *This section evaluates the integration of relevant planetary health topics into the physiotherapy school curriculum. Today's physiotherapy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that physiotherapy students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every physiotherapy school's core curriculum.*

## Curriculum: General

<b>1.1. Does the physiotherapy curriculum offer elective (student-selected) courses or modules specifically focused on sustainable healthcare practices or environmental physiotherapy?</b>	
Yes, the physiotherapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the physiotherapy school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The physiotherapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the physiotherapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
<i>Score explanation: GCU offers students the opportunity to partake in an environmental physio project as part of the doctorate studies, so was therefore awarded 1 point. To elaborate, the physiotherapy curriculum at GCU does not include dedicated elective modules on sustainable healthcare or environmental physiotherapy. However, students can choose to focus on these areas within existing modules such as Project 1, Project 2, or Professional Development 2. Through these pathways, few have undertaken environmental physiotherapy research and service improvement projects, allowing engagement with sustainability topics even without a formal elective course.</i>	

<b>1.2. Does the curriculum address the health risks of extreme heat from climate change on patient care, particularly for vulnerable populations that physiotherapists commonly treat (e.g. children, elderly, athletes)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: GCU's physiotherapy curriculum includes content on how temperature affects tissue mechanics, specifically focusing on how tissues respond to temperature changes and loading during movement and immobility in one module with module code M1B125953. This provides foundational knowledge for understanding flexibility and related physiotherapy interventions. However, the module does **not** address environmental heat or the broader health risks associated with extreme heat events caused by climate change. There is no explicit consideration of how extreme heat may impact patient care—particularly for vulnerable groups such as children, older adults, or athletes—who are commonly treated by physiotherapists.*

### ***Curriculum: Health Effects of Climate Change***

**1.3. Is there content on how extreme weather events affect physiotherapy practice and service delivery, for example, disaster response and rehabilitation following these events?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: No evidence was found in any undergraduate, master's or doctorate physiotherapy modules of content that addresses weather or disaster response.*

**1.4. Does the curriculum cover how changing patterns of infectious diseases due to climate change might impact physiotherapy practice and patient management?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: No evidence was found in any undergraduate, master's or doctorate physiotherapy modules of content directly discussing how changing patterns of infectious diseases as a result of climate change might impact physiotherapy practice and patient management.*

**1.5. Does the program address the relationship between climate change, air pollution,**

<b>respiratory health, and physiotherapy interventions?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of content addressing the relationship between climate change, air pollution, respiratory health, and physiotherapy interventions.</i>	

<b>1.6. Is there content on how climate change and increased heat affect cardiovascular health, and how this impacts physiotherapy assessment and treatment planning?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of content on how climate change and increased heat affect cardiovascular health and how it affects physiotherapy assessment and treatment planning.</i>	

<b>1.7. Does the curriculum address climate change's potential mental health impacts on patients and how this might affect physiotherapy outcomes?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence was found in any undergraduate, master's or doctorate physiotherapy modules of curriculum addressing climate change's potential mental health impacts on patients and how this might affect physiotherapy outcomes.</i>	

**1.8. Does the program integrate discussions on the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of any discussions regarding the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by climate change.*

**1.9. Does your physiotherapy school curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations (e.g. low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults)?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of curriculum addressing how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations (e.g. low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults).*

**1.10. Does your physiotherapy school curriculum address how global climate change impacts might affect physiotherapy practice in different regions, including potential changes in patient demographics due to climate migration?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of curriculum addressing how global climate change impacts might affect physiotherapy practice in different regions, including potential changes in patient demographics due to climate migration.</i>	

**Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Human Health**

<b>1.11. Does the curriculum address the potential impacts of environmental toxins on patient health and rehabilitation, particularly in pediatric or neurological physiotherapy?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of curriculum addressing the potential impacts of environmental toxins on patient health and rehabilitation, particularly in paediatric or neurological physiotherapy.</i>	

<b>1.12. Does your physiotherapy school curriculum incorporate local environmental health issues into case studies, lectures or practical sessions?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The Glasgow Caledonian University Physiotherapy curriculum includes discussions around "The Glasgow Effect." In these discussions, environmental factors are typically proposed as a potential contributing factor to the phenomenon of unexplained high mortality rates and low life expectancy in Glasgow when compared to other UK cities with similar deprivation levels.</i>	

<b>1.13. To what extent does your physiotherapy school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</b>
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Indigenous knowledge and value systems are integrated throughout the physiotherapy school's planetary health education (3 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum. (2 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of content emphasizing the importance of Indigenous knowledge and value systems as essential components of planetary health.</i>	

<b>1.14. Does your physiotherapy school curriculum address how environmental factors disproportionately affect marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults, and how physiotherapists can address this in their practice?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The GCU physiotherapy curriculum consistently addresses social, cultural, political, and psychosocial factors that influence health—particularly for marginalized populations such as those with low socioeconomic status, women, older adults, and culturally diverse communities. Multiple modules highlight the impact of age, gender, culture, and socio-economic status on healthcare access, health outcomes, and physiotherapy practice. However, while these teachings build awareness of inequality and support holistic, person-centred care, the curriculum does not consistently address how environmental factors (e.g., climate-related risks or environmental exposures) disproportionately affect marginalized populations or how physiotherapists can respond to these issues in practice.</i>	

**Curriculum: Sustainability**

<b>1.15. Does the curriculum promote the co-benefits of sustainable lifestyle choices (e.g. active transport, green exercise and Healthy Plant-Based Diets) as part of patient education and treatment plans?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The Glasgow Caledonian University physiotherapy curriculum consistently promotes healthy lifestyle choices, with a dedicated “health promotion” module. However, the curriculum primarily focuses on the immediate impacts on human health, with lesser mention of the co-benefits to the environment and the potential subsequent benefits that can be gained from improved planetary health.</i>	

<b>1.16. Does your physiotherapy school curriculum cover the carbon footprint of physiotherapy practice and strategies to reduce it?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The large carbon footprint of healthcare was very briefly (one bullet point) mentioned in the core curriculum, however, physiotherapy’s role in this footprint and strategies to reduce it were not discussed.</i>	

<b>1.17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum (e.g., musculoskeletal, neurological, cardiorespiratory)? (1 point each)</b>	<b>Score</b>
Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (1 point)	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social	1

group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing. (1 point)	
The health and environmental co-benefits of avoiding excessive physiotherapy treatment and over-investigation. (1 point)	0
<i>Score explanation: The GCU physiotherapy curriculum frequently promotes non-pharmaceutical management of conditions and healthy lifestyles choices, particularly active transport.</i>	

***Curriculum: Clinical Applications***

<b>1.18. In training for patient encounters, does your physiotherapy school’s curriculum introduce strategies to have conversations with colleagues and patients about the health effects of climate change?</b>	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of content that introduces strategies to have conversations with patients specifically regarding climate change.</i>	

<b>1.19. In training for patient encounters, does your physiotherapy school’s curriculum introduce strategies for taking an environmental history or exposure history?</b>	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence was found in any undergraduate, master's or doctorate Physiotherapy modules of content that introduces strategies for taking an environmental history or exposure history.</i>	

***Curriculum: Administrative Support for Planetary Health***

<b>1.20. Is your physiotherapy school currently in the process of implementing or improving</b>
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<b>Education for Sustainable Healthcare (ESH) / planetary health education?</b>	
Yes, the physiotherapy school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the physiotherapy school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	0
<i>Score explanation: No evidence that GCU is currently in the process of implementing or improving Education for Sustainable Healthcare (ESH) / planetary health education. While there are modules within physiotherapy curricula that already address some aspects of sustainable healthcare, as cited in Sections 1.2, 1.12, 1.14, and 1.15, the content does not explicitly address planetary health or environmental sustainability.</i>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?</b>	
Planetary health/ESH topics are well integrated into the core physiotherapy school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core physiotherapy student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 point)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: Not applicable – planetary health and environmental sustainability topics not integrated into core curriculums.</i>	

<b>1.22. Does your physiotherapy school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?</b>	
Yes, the physiotherapy school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the physiotherapy school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0

*Score explanation: GCU does not employ a member of faculty to oversee and take responsibility for planetary health and sustainable healthcare inclusion in physiotherapy programmes.*

**1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: Although GCU's physiotherapy curriculum briefly encourages civic engagement/advocacy to improve healthcare in its discussions surrounding the pillars of practice, these discussions do not focus on environmental factors or planetary health.*

**Section Total (10 out of 72)**

**13.89%**

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# Interdisciplinary Research

***Section Overview:*** This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: GCU research goals are: Healthy Lives, Sustainable environments, and Inclusive societies. Within each of these are specific projects that fall within a research focus of planetary health such as:</i></p> <ul style="list-style-type: none"> <li>● <i>Leading the way to eliminating Hepatitis C – over the past 2 decades there has been a reduction in Hepatitis C related deaths and liver disease and a drop in infections among people who inject drugs. The work has been pivotal in informing public health policy and practice.</i></li> <li>● <i>Digital app to save lives in construction – app will help improve health and safety for construction workers as well as for building users and occupiers.</i></li> <li>● <i>Water for ALL – Scottish Government set up to improve access to water amongst the poorest and most vulnerable groups in Malawi and Zambia. GCU Centre for Climate Justice.</i></li> <li>● <i>Muir is Tir (Land and Sea) Adapting to coastal change on Barra and Vatersay- Focused on developing nature-based solutions to coastal erosion.</i> <a href="https://indd.adobe.com/view/d56d3525-1c74-4ff4-b2c6-237ac3eb6b85">https://indd.adobe.com/view/d56d3525-1c74-4ff4-b2c6-237ac3eb6b85</a></li> <li>● <i>UK wide initiative to advance nature-based wastewater treatment. The initiative aims to position Scotland as a global leader in sustainable water management.</i></li> <li>● <i>With funding from the Royal Academy of Engineering GCU are developing a prototype of an electric scooter for the Indian market, which will use a compact 3D-printed electric motor, powered by a solar battery, and suitably modified chassis.</i></li> </ul>	

- GCU researchers recently developed an app to develop future chefs who are aware of the impact of food waste on the environment and help them implement practices in the kitchen to reduce it.
- A GCU team is using electrochemistry to create a gel to remove metals and contaminants from drinking water; while another team has developed a cutting-edge tool to help farmers find the safest way to use organic waste fertiliser in a bid to reduce its damaging impact on the environment.
- An 11-strong team made up of health and data experts are using big data from award-winning research to find nature-based solutions that can increase urban population health and resilience to climate change challenges.
- In this award-winning work with Strathclyde Partnership for Transport (SPT) we designed novel energy-efficient heat-pump systems to transform waste water and air, with temperatures of around 10-14°C, from the City of Glasgow Rail Subway network into a source of sustainable heat energy. New heat-pump systems were installed in 2 stations with a view to roll out across the network

**2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?**

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)

There is **no** dedicated department or institute. (0 points)

Score Assigned:

3

*Score explanation: GCU has the Mary Robinson Centre for Climate Justice that has the mission to advance fundamental theories, policies, processes, practices and methodologies on tackling the impacts of climate change through a climate justice lens. The Centre is also home to the globally unique MSc Climate Justice and Climate Justice Doctoral Training Programme.*

<https://www.gcu.ac.uk/research/researchcentres/climatejustice>

*GCU research groups:*

- *ReaCH: Launched in 2021 and seeks to improve public health and lives of people affected by long-term health conditions. The research aligns with UN Sustainable Development Goals (particularly 'good health and wellbeing' and 'Reduced Inequalities').* <https://www.gcu.ac.uk/research/researchcentres/reach/aboutus>
- *Yunus Centre for Social Business and Health: conducts world-leading research to conceptualise and evidence ways that the lives of individuals and communities can be improved through a better understanding of various community-based and health-focused initiatives. The work undertaken addresses multiple Sustainable Development Goals and the Centre is renowned for its multi-disciplinary and social*

science based research in social business, microfinance and health economics  
<https://www.gcu.ac.uk/research/researchcentres/yunuscentre>

**2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?**

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

**No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

0

*Score explanation: There is no evidence of a process in which those disproportionately impacted by climate change and environmental injustice to advise or make decisions about the research agenda at GCU.*

**2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?**

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

3

*Score explanation: There is an easy-to-use website for sustainability at GCU, that outlines GCU's commitments, ways to get involved, events and campaigns and latest updates which you can sign up to a monthly newsletter. <https://www.gcu.ac.uk/aboutgcu/commongood/sustainability>*

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	0
<i>Score explanation: No recent conferences have been held at GCU relating to planetary health. The last one was in 2021. GCU recently hosted the Glasgow Goes Green 2026 festival, which included events and talks regarding sustainability in general, but did not directly incorporate topics regarding planetary health or sustainable healthcare.</i>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 point)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	0
<i>Score explanation: Although GCU is a signatory of the SDG Accord, the university is not a member of a national or international planetary health organisation.</i>	

<b>Section Total (9 out of 17)</b>	<b>52.94%</b>
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## Community Outreach and Advocacy

***Section Overview:*** *This section evaluates a school's engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.*

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: GCU partners with multiple partners in Glasgow and across the UK to address environmental issues.</i></p> <ul style="list-style-type: none"> <li>● <i>Partners with Cycling Scotland, SPT and the local council on the Cycling Forum and to promote cycling over driving.</i></li> <li>● <i>Partnering with the Royal Academy of Engineers to develop an electric scooter for the Indian market.</i></li> <li>● <i>The Caledonian Club does outreach to schools in Glasgow to provide information and talks with local Glasgow schools.</i></li> </ul>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	

The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
<i>Score explanation: GCU participates yearly and runs events open to the public through Glasgow Goes Green, Wildlife walks, Fairtrade Fortnight, Glasgow Climate Week and Dr. Bike. Dr. Bike is a GCU initiative but is not open to the public. Wildlife Walks on campus and Every Tree Tells A Story are GCU initiatives which the public can attend if they wish to but are primarily directed at students and prospective students. Fairtrade fortnight and Glasgow Goes Green are designed with other organizations which GCU participates and hosts a section of.</i>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: No GCU wide emails regularly include a planetary health or sustainable healthcare section, but there is a sustainability newsletter which students can independently subscribe to which sends out monthly newsletters. Additionally, students can subscribe to a wide range of newsletters regarding other GCU events around sustainability and planetary health, however it is a voluntary opt-in which students must individually seek out.</i>	

<b>3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?</b>	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	0

*Score explanation: GCU offers a carbon literacy training for its staff exclusively and does not offer any courses to post-graduates or the wider community.*

**3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?**

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned: 0

*Score explanation: GCU does not have any affiliated hospitals as it does not offer a course for medicine. However, it does not offer any information created for patients to its allied healthcare professional students.*

**3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?**

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned: 0

*Score explanation: GCU does not have an affiliated teaching hospital as it does not offer a medicine course however it does not offer any patient-oriented information to its allied health professional students.*

**Section Total (5 out of 14)**

**35.71%**

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# Support for Student-Led Planetary Health Initiatives

**Section Overview:** *This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.*

## 4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects or sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

*Score explanation: Glasgow Caledonian University students can apply for funding since 2024 for their ideas, initiatives or projects which could help to develop sustainability at the University. Green Your Group funding, delivered in partnership with the GCU Student's Association and Sustainability Team, is available for all student groups and societies campus wide. The funding could be used for purchasing eco-friendly and Fairtrade equipment, delivering sustainability workshops, organising events such as clothing swaps or use the funding towards any other sustainability project/idea. Up to £150 is available for each initiative, project or activity that would help to enhance sustainability. This initiative aligns with the university's "Common Good" mission and Strategy 2030 (aiming for 2040 carbon neutrality). Additionally, students can apply for awards of up to £5000 for projects as part of the Magnusson Fund in the name of Common Good.*

*Students can undertake sustainability-focused quality improvement and applied research projects through coursework, dissertations, and Living Lab initiatives, even where these are not mandatory across all programmes. This is not present in the physiotherapy programmes.*

## 4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:

2

*Score explanation: GCU does not currently offer a dedicated, funded student fellowship specifically branded as “planetary health.” However, students can engage in relevant research through individual supervisors, undergraduate dissertations, postgraduate research degrees, and interdisciplinary projects.*

*GCU offers a MSc in Climate Justice and Climate Justice Doctoral Training Programme.*

*In 2024, GCU secured £6.1m in OFWAT funding for a four-year project to develop sustainable alternatives to synthetic polymers from wastewater, involving the School of Computing, Engineering, and Built Environment (SCEBE).*

*EU-funded project, OPERANDUM (OPEn-air laboRAtoRies for Nature baseD solUtions to Manage hydro-meteo risks), is helping to deliver the tools and methods for the validation of nature-based solutions in order to enhance resilience in European rural and natural areas by reducing hydro-meteorological risks.*

*GCU’s internal Global Challenges Research Fund (GCRF) project, ‘Climate service for resilience to overheating risk in Colombo, Sri Lanka: a multi-scale mapping approach (COSMA)’, which integrates climate-sensitive design with the local planning process, is fundamental to managing the warming trend in growing high-density tropical cities.*

*GCU has partnerships with NHS Greater Glasgow and Clyde (NHSGGC), allowing students (e.g., from Environmental Management) to undertake internships in sustainability, focusing on waste, energy management, and greenspace projects.*

**4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.**

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

2

*Score explanation: There is no specific planetary health webpage for GCU. However, students can locate relevant initiatives and mentors through multiple institutional webpages, entitled the*

*Sustainability at GCU, the School of Health and Life Sciences research, WHO Collaborating Centre webpages (based in GCU London), climate change, climate change research, Mary Robinson Centre for Climate Justice, and the GCU Research Online project database. These webpages discuss university initiatives regarding sustainability and planetary health as well as current and past research in these topics, with contact information for related research groups and mentors. Although all of this information is present, it is distributed across multiple pages and lacks a single, clearly signposted hub for students.*

**4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?**

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:

2

*Score explanation: GCU has an Environmental Society and Ethical and Environmental Network which are both student-led. The network is supported by the GCU Sustainability Officer who is a dedicated university point of contact for students to help organise activities. The Network Officers have a reserved seat in the university parliament, and if the Network does not self-renew, the Students' Association staff recruits for the Network officer so there is continuity.*

**4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?**

Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)

No, there is no such student representative. (0 points)

Score Assigned:

1

*Score explanation: The GCU Ethical and Environmental Network is a student-led campaign with 3 leads at present: An Ethical and Environmental Officer, and Ethical and Environmental FTO Policy Lead and a dedicated university point of contact – GCU Sustainability Officer. These roles provide a link to university sustainability decision making, enabling students to influence policy, practice and curriculum discussions. The network aims to work on Ethical and Environmental issues and the universities sustainability to work towards NUS Green Impact accreditation. However, there is a lack of details on past activities, the type of work conducted or how to get involved as a student*

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation: GCU has hosted sustainability- and climate-related talks, training sessions and engagement events open to students. Students also have access to volunteering opportunities linked to sustainability through the Students' Association. However, there is limited evidence of structured programmes in areas such as organic agriculture, wilderness medicine, or arts-based planetary health initiatives specifically targeted at health students.</i></p> <p><i>Glasgow Goes Green is a yearly event where a week full of sustainability events occur at GCU. The focus of the festival is to explore the diverse ways that sustainability can be integrated across disciplines. From science and technology to food and social sciences, the festival showcases how every field can contribute to a sustainable future. Both students and staff are encouraged to partake in events. BioBlitz is a yearly event to encourage students to take part in a quiz to locate biodiversity throughout campus.</i></p> <p><i>The GCU Mountaineering Club runs day trips and weekends away to encourage mountaineering, hiking, and climbing skills.</i></p>	
<b>Section Total (11 out of 15)</b>	<b>73.33%</b>

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# Campus Sustainability

**Section Overview:** This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our institutions, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<i>Score explanation: There is a university wide sustainability team, but there are no specific staff members or student groups involved in the DPT (at least not stated). The university itself is making an effort to be carbon neutral by 2040, but there are no specifics to who and what programs are involved with this. It is on a volunteer basis, so whoever is interested can volunteer to be part of the university wide initiative.</i>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	3
<i>Score explanation: GCU has a stated goal and plan to achieve carbon neutrality by 2040.</i>	

The university's Sustainability Enabling Plan (SEP) will focus on:

- Delivering GHG emission reductions to achieve climate neutrality commitments.
- Enhancing the student experience by embedding sustainable practices across our operations to enable more sustainable choices.
- Developing opportunities for student projects and academic collaboration.
- Positioning the University amongst the HE Sector's sustainability leaders.

Performance metrics for the plan include:

- GHG emissions (tCO<sub>2</sub>e by emission category) - Scope 1 & 2 - This metric feeds into Strategy 2030 KPI 9 and is also reported to a number of other stakeholders, such as to Scottish Government under the Climate Change (Scotland) Act 2009 Public Bodies Climate Change Duties and HESA.
- GHG emissions (tCO<sub>2</sub>e by emission category) - Scope 3 (for categories within our direct operational control - e.g. business travel). This metric is reported to external stakeholders, such as the Scottish Government and HESA.
- Electricity and gas kWh.m<sup>2</sup> Gross Internal Area.yr - This metric will be used to understand the energy intensity of the Estate and will provide a mechanism for cascading KPI 9 to Schools and Directorates through local action plans/guides.
- EMS certified EcoCampus Platinum/ISO14001 - This metric is an example of good practice in terms of managing environmental impacts.
- Position on the People & Planet University League - This metric provides a holistic mechanism for quantifying the University's strategic approach to embedding sustainability across all elements of its operations

**5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?**

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

0

*Score explanation: GCU currently sources energy from the National Grid and an on-site energy centre. Electricity made up 26% of energy consumed with 46% being generated on site. The remaining 76% of energy consumed was Gas. The National Grid combines many different energy sources such as gas (45%), wind (24%), nuclear (8%), biomass (7%), solar (3%), hydro (2%), and imported energy from France (7%) and Ireland (1%). GCU is currently sourcing <20% of energy from renewable sources.*

*While GCU does not produce their own renewable energy the sustainability team is currently assessing the feasibility of solar panel installation on campus.*

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?**

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

*Score explanation: The majority of building on GCU's Glasgow campus were constructed in the 1970's though specific dates for each building are not accessible on the GCU website. Any old buildings would have aligned with the building standards at the time of construction. In the Estates Carbon Neutrality Roadmap published by GCU last year the university committed to aligning new builds to the Passivhaus building standards as well as remodelling buildings to align with the EnerPHit standards. No new buildings have been constructed since the commitments made in the Estates Carbon Neutrality Roadmap and no remodelling or retrofitting has been completed. The university has begun implementing some energy saving methods through a building management system that controls heating and ventilation and replacing fluorescent lights with energy efficient LED. In addition, GCU is assessing the feasibility of heat pumps as a source of heating for campus.*

**5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?**

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

*Score explanation: GCU provides resources and advice for more sustainable modes of transportation in addition to having a 'student travel team' with advisors that can meet with students to plan their commute and provide advice on sustainable transport. The Student Travel*

*Team has an email subscription (about 9 emails in total) that provides tips on cheaper travel. Students and staff are also able to get discounted rides through Citylink. GCU has also invested in covered bicycle parking and bring in a free bike mechanic twice a month during term time. GCU is considered a 'Cycle friendly Campus' by Cycling Scotland. Due to GCU being located in the city of Glasgow many students walk, cycle, or take public transportation to get to campus. GCU also has many programs that require students to attend placements off campus and placement coordinators take students location and access (or lack thereof) a car into account when assigning placement locations.*

**5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?**

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

1

*Score explanation:* GCU's campus have bins available for general waste, paper, cans, plastic, food waste and glass. Waste and some recycling bins are available in most buildings and are easily accessible to students and staff.

**5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?**

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

3

*Score explanation:* Glasgow Caledonian's [Sustainable Food Policy](#) translates our sustainability commitments into the on-campus food offering, which is outsourced to BaxterStorey. The primary mechanism for monitoring and reporting on progress implementing the SFP will be through "Food for Life Served Here" certification of on-campus catering operations.

[Food for Life Served Here](#) is a certification scheme operated by the Soil Association that verifies that food served by caterers demonstrates a commitment to climate, nature, and health. It encourages the use of local, seasonal as well as organic ingredients and ensuring that at least 75% of meals are freshly prepared on site. In March 2025, Glasgow Caledonian University and BaxterStorey, the University's catering partners, achieved Food for Life Served Here Silver certification [FF27549].

The sustainable food policy requires the catering partners to:

- Only work with suppliers and supply chains that meet UK food safety standards.
- Only serve meat, dairy and egg products that satisfy UK animal welfare standards.
- Maximise the use of seasonal, Scottish produce.
- Design menus to encourage lower red meat consumption
- Only serve fish from sustainable sources (e.g. MCS 'fish to eat' list or MSC certified).
- Promote the use of organic ingredients and products.
- Have in place appropriate checks and balances to prevent the use of genetically modified ingredients.

To reduce avoidable waste, there is a 30p and 40p charge for single-use disposable cups and takeaway containers respectively.

**5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?**

Yes, the institution has **adequate** sustainability requirements for supply procurement **and is engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

3

*Score explanation: The University is a member of [APUC](#), the procurement centre of expertise for education in Scotland. As part of our tender process for local contracts at GCU and through procuring from framework agreements implemented by APUC, procurement helps deliver the University's environmental and sustainability commitments by identifying suppliers and sub-contractors that share the University's aspirations and values and sign-up to [APUC's Sustain Supply Chain Code of Conduct](#).*

**5.9. Are there sustainability requirements or guidelines for events hosted at the institution?**

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<i>Score explanation: There is no evidence of sustainability guidelines for events on the university website.</i>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<i>Score explanation: GCU laboratories have integrated themselves with the LEAF initiative to make labs greener and less wasteful and have previously received the Bronze Sustainability Certificate for the Biolaboratories on campus. These guidelines are available and implemented across GCU. There is also a Green Lab group which works with students to maintain green laboratory standards and improve them across campus and various programs.</i>	

<b>5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	2

*Score explanation:* GCU's commitment to ethical and sustainable investments is set out in the Treasury and Ethical Investment Policy and is consistent with the University's mission and values (as expressed in the University's strategy). The University's commitment is to invest in companies with a positive social impact and ban investments in fossil fuels, alcohol, tobacco and armaments.

According to divestmentdatabase.org, GCU is an institution that made a binding commitment to divest (direct ownership, shares, commingled mutual funds containing shares, corporate bonds or any assets classes) from any fossil fuel company (thermal coal, oil, gas) within a set timeline.

**Section Total (20 out of 32)**

**62.5%**

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# Grading

## Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade*	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

*\*Within each grade bracket, a score in the top 5% (\_5 to \_9%), receives a “+”, and a score in the bottom 5% (\_0- \_4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

**Planetary Health Grades for the Glasgow Caledonian University School of Physiotherapy** The following table presents the individual section grades and overall institutional grade for the Glasgow Caledonian University School of Physiotherapy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(10/72) \times 100 = 13.89\%$	F
<b>Interdisciplinary Research (17.5%)</b>	$(9/17) \times 100 = 52.94\%$	C
<b>Community Outreach and Advocacy (17.5%)</b>	$(5/14) \times 100 = 35.71\%$	D+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(11/15) \times 100 = 73.33\%$	B
<b>Campus Sustainability (17.5%)</b>	$(20/32) \times 100 = 62.50\%$	B-
<b>Institutional Grade</b>	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 43.45\%$	C-

